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ABSTRACT

This report contains findings of a followup study of the impact of the District Review of Vocational Education (DROVE) on 19 secondary school districts and four regional occupational programs and centers (ROP/Cs) in California reviewed during 1974-75. (The followup study of the impact of DROVE is the third phase of DROVE, a three-phased, structured, consultant-directed evaluation system designed to improve the effectiveness and efficiency of secondary school district vocational education management systems, and to provide local, State, and Federal decisionmakers with current management information.) Some of the findings presented follow: District directors of vocational education rated 91% of their report recommendations as being reasonable; they also rated 78% of their recommendations as being implemented or in the process of implementation. Fourteen of the 19 district superintendents reported positive change or improvement in their district as the result of DROVE, and 16 of the 19 district vocational education coordinators reported change in their district attributable to DROVE. Recommendations note that DROVE should be continued, as the DROVE process is a vehicle for improvement of vocational education program management and a source of valuable information for State and Federal decisionmakers. Additional information on DROVE is appended to this report. (BL)

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DISTRICT REVIEW OF VOCATIONAL EDUCATION (DROVE) FOLLOW-UP STUDY OF 19 SCHOOL DISTRICTS AND FOUR REGIONAL OCCUPATIONAL PROGRAMS REVIEWED DURING 1974-75

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1976

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FOREWORD

Follow-up studies for the District Review of Vocational Education (DROVE) project are completed annually as a part of the internal evaluation of the process. In essence, the follow-up tells management how the districts reacted to the review of their program and what they did as a result of the recommendations that they received.

Charles Manning supervised the data collection and tabulated the results. He is also responsible for writing the report. Peter Kneedler and Ernest Neasham assisted in data collection and made suggestions about the report contents.

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I. INTRODUCTION

Contained in this report are the findings of a follow-up study of the impact of the District Review of Vocational Education (DROVE) on 19 secondary school districts and four regional occupational programs and centers (ROP/Cs) reviewed during 1974-75. DROVE is a comprehensive evaluation system administered by the Evaluation Office, Vocational Field Operations Section, Vocational Education Unit of the California State Department of Education. The purposes of DROVE are to: (1) improve the effectiveness and efficiency of secondary school district vocational education management systems, and (2) provide local, state, and federal decisionmakers with current management information.

DROVE is a structured, consultant-directed evaluation system in three phases: (1) a self-study by the school district or ROP/C, using uniform procedures and materials supplied by DROVE consultants; (2) an on-site verification review by a team of outside vocational education administrators, who draft a report of findings at the conclusion of their visit; and (3) a follow-up study of the impact of DROVE on the district or ROP/C one year following the review. This report represents the findings of the third phase for the year 1974-75.

II. STUDY OBJECTIVES

The following objectives were formulated for this study:

(1) To determine the reactions of the district superintendents and ROP/C directors to the review and to determine his evaluation of the review team's performance.

(2) To determine the reasonableness of the review report recommendations.

(3) To determine the status of implementation of the review report recommendations.

(4) To determine the district vocational coordinator and the ROP/C director's reports of change resulting from the review.

III. PROCEDURE

Data were collected from each of the 19 school districts (one district requested and was granted a delay for the review until the 1975-76 school year) and four ROP/Cs which were reviewed during 1974-75. (See Appendix B for a list of disticts and ROP/Cs reviewed.) On approximately the anniversary month of the review (during 1974-75), the reviewed district or ROP/C was visited by an evaluation consultant from the Evaluation Office of the Vocational Field Operations Section.

The consultant interviewed the superintendent of the district or his designate, or ROP/C director, and the person most knowledgeable about the disposition of the review report, usually the coordinator or director of vocational education. Because of the unavailability of the superintendent for interview at three districts, in two instances an assistant superintendent was interviewed, and in the other, the vocational education coordinator of a small district was interviewed in lieu of the superintendent. For the two county operated ROP/Cs, the superintendent in one and the assistant superintendent in the other were interviewed. However, for the two joint powers operated ROP/Cs reviewed, the directors were interviewed since they report to a governing board comprised of the superintendents of the participating districts, and are considered as chief administrative officers. In the interest of brevity, the position of "superintendent" will be used generally in terms of responses from that level.

The superintendent was asked to evaluate the DROVE process and the effectiveness of the visiting review team. He was also asked to rate the impact of the review process on the district's or ROP/Cs vocational education delivery system in terms of changes made that were directly attributable to the review process.

The person most knowlegeable about the disposition of the review report, and who was usually the district coordinator of vocational education (or director, in the case of ROP/Cs), was also asked about impact on the district or ROP/C. In addition, he rated the reasonableness and implementation status of each recommendation. (See Appendix C for the instrumentation used.)

Every opportunity was taken during each follow-up visit to obtain additional information about the impact of the review process through observation.

IV. FINDINGS

The findings that follow are based on the statistical and the narrative summary found in Appendix A. The reader may want to refer to the narrative summary for greater understanding of the results which are listed below. Results are presented for both districts and ROP/Cs.

A. District directors of vocational education rated 91 percent of their report recommendations as being reasonable, up 2 percent from the previous year. Directors of the four ROP/Cs rated 88 percent of their recommendations as being reasonable.

B. District directors of vocational education rated 78 percent of their recommendations as being implemented or in the process of implementation, an increase of 1 percent from the previous year.

C. Sixteen of the 19 district superintendents and each of the four ROP/C superintendents/directors gave a high rating to the performance of the review team. Five of the district superintendents did not have enough information to rate performance, and one rated the team's performance as unsatisfactory.

D. Sixteen of the 19 district superintendents and each of the four ROP/Cs reported the review report recommendations to be reasonable. Two indicated that the recommendations could have been more reasonable (especially those with financial implications), and one reported that the team offered too many recommendations that were either not applicable or not realistic.

E. Fourteen of the 19 district superintendents reported positive change or improvement in their district as the result of DROVE. Three of the ROP/C superintendents/directors reported similar improvements. Three district superintendents were not aware of any changes, and one ROP/C superintendent offered a vague response. One district superintendent indicated no change at all occurred.

F. Sixteen of the 19 district vocational education coordinators reported change in their district attributable to DROVE. Three districts reported minimal change. Each of the four ROP/C directors reported change caused by the DROVE review process.

G. District superintendents and vocational education coordinators reported an unduplicated total of 106 separate instances of change. These changes ranged from additions or redirections of resources (such as the hiring of a full-time district coordinator of vocational education as a total education delivery system. Refer to Appendix A for a further analysis of the changes reported.

H. A total of 812 recommendation statements were written for the 19 school districts and four ROP/Cs, for an average of about 35 recommendations per educational unit (this average did not change from the previous year).

I. For districts, 353 commendation statements were written, or an average of 19 per report. The ratio of recommendation statements to commendation statements was about 2:1.*

The ratio of commendation statements to recommendation statements needs further explanation. Many of the commendation statements contain two or more commendations, whereas recommendation statements contain a single recommendation. No attempt was made to determine the actual ratio of recommendations to commendations.

J. For ROP/Cs, 86 commendation statements were written, or an average of about 22 per report. The ratio of recommendation statements to commendation statements was about 1.5:1.*

V. RECOMMENDATIONS

The following recommendations are made based on the findings listed above and the narrative summary of results:

1. The DROVE system of vocational education management review should be continued.

   Comments. Considerable evidence produced by this study and prior studies** support the contention that the DROVE process is a vehicle for the improvement of vocational education program management. Too, valuable information for state and federal decision makers is being obtained.

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*The ratio of commendation statements to recommendation statements needs further explanation. Many of the commendation statements contain two or more commendations, whereas recommendation statements contain a single recommendation. No attempt was made to determine the actual ratio of recommendations to commendations.

**Mary Auvil, Follow-Up Study, 1972-73 Vocational Education Systems Reviews, Marin County Superintendent of Schools, July, 1974.

Peter E. Kneedler, Impact of Statewide Vocational Evaluation Procedures on Four California School Districts, Stanford University, a doctoral dissertation, May, 1975.

District Review of Vocational Education (DROVE) Follow-Up Study of 1973-74 District Reviews, California State Department of Education, Vocational Field Operations, August, 1975.

2. To maximize the change process, direct technical assistance from the state regional offices of vocational education should be offered to the districts immediately after the review report is received by the superintendent.

Comments. Follow-up should be in two stages: First, a consultant from the applicable regional office who is knowlegeable of the district should make the initial contact and offer assistance. This assistance should include: (1) help in interpreting the report, if necessary; (2) assistance in placing the recommendations in priority order and in weighting recommendations as to their relative importance; (3) offering suggestions as to strategies to implement recommendations; and (4) being a resource for any other question the district may have relative to vocational education.

The second stage should consist of a follow-up study of the type reported here. Approximately one year after the review, a consultant should visit the district to determine the impact of DROVE in terms of change to the district's management of vocational education and to check on the validity of visiting teams' judgments and the reliability of their procedures.

APPENDIX A

NARRATIVE SUMMARY OF RESULTS

NARRATIVE SUMMARY OF RESULTS

DATA COLLECTION PROCEDURES

Throughout 1975-76, evaluation consultants of the Vocational Field Operations Section visited each of the 19 districts and four ROP/Cs reviewed during 1974-75 on approximately the anniversary month of the review. District superintendents (or his representative) and the district administrator (or ROP/C director) of vocational education were interviewed separately and were asked to respond to questions listed in the interview form (Appendix C). The district administrator was also asked to rate the review report recommendations as to their reasonableness and status of implementation. The following is a narrative summary of results from the interviews.

RESPONSE TO QUESTIONS

Questions asked District Superintendents

1. How would you rate the performance of the visiting team?

To this question, 16 of the 19 district superintendents gave a high rating to the performance of the review teams. Two superintendents could not give a definitive response, citing a lack of sufficient information to make a rating. One superintendent voiced general disappointment with the review teams' performance. All four superintendents/directors of ROP/Cs gave a high rating to the review teams' performance.

2. Did you feel that their recommendations were reasonable; that is, realistic in terms of your goals and resources?

Again, 16 district superintendents believed the review teams' recommendations were within their ability to cope with them; in other words, they were reasonable. Two reported concern that the recommendations could have been more reasonable, especially as they had to do with greater financial commitment. One reported that too many of the recommendations were not applicable and/or were unrealistic to implement in his district. All four ROP/C superintendents/directors reported the review teams' report recommendations were reasonable.

3. What happened to the review report after you received it?

Responses to the questions were combined with question two asked of the vocational coordinator or ROP/C director. The original plus two copies of the completed reports were sent to the superintendent about 30 days following the review. The reported distribution was as follows:

Who Received the Reports?

	Number of Districts	Number of ROP/Cs
Governing Board	17	4
School Administrators	11	-
Vocational Education Staff	10	3
Department Chairpersons	9	-
District/County Staff	9	4
Counselors	7	-
Advisory Committees	6	2
Other	5	1

4. Are there any ways the district/ROP/C is different now that are attributable to the review process?

Responses to this question were combined with similar questions (questions three and four) asked the administrator of vocational education or ROP/C director. From these two sources, 106 discrete instances of change were reported reported by district administrators and 24 by ROP/C administrators.

These reported changes were classified and grouped for further analysis. Changes of two general groups were identified: (1) those involving the additions or redirections of resources (time, money, materials, staff, and so forth), and (2) those which relate to improvements in the intangibles of improved awareness and understanding of the vocational education management system, changes in attitude, etc. These classes of changes are described in more detail below, along with the number of times each type of change was identified:

Tangible Changes	Districts	ROP/Cs
• Additions or redirections of resources	23	6
• Improved instructional management	8	1
• Improved management/administrative procedures .	25	5
• Establishment of new function or process . . .	3	1
TOTAL	59	13
Intangible Changes		
• Improved awareness, understanding	19	6
• Added impetus in direction of change	5	3
• Improved communications	14	2
• Change in attitude or philosophy	9	0
TOTAL	47	11
GRAND TOTAL	106	24

Examples of each type of change are indicated as follows:

• Additions or redirections of resources. The most dramatic change of this type is the awareness of need and subsequent commitment by the district to hire or have reassigned a district coordinator or director of vocational education. This occurred in six districts. Commitments to hire or reassign

other staff included: Counselor Aide (1); Vocational Instructor (2); Specialist (3); Work Experience Education Coordinator (1); and ROP/C Administrators (2). The number of personnel hired or reassigned as the result of DROVE was 15 (was 17 the previous year).

Other examples of change in this category were: new vocational education programs established; budgeting incentive granted to department chairpersons; and expanded work experience education.

- Improved instructional management. The emphasis of DROVE is on assessment of the district management of vocational education rather than instructional or curricular improvement.* Since one of the 12 functions of vocational education is instruction, some changes in the instructional fucntion were reported by district and ROP/C administrators. An example of this type is greater use of federal consumer and homemaking funds as a resource.

- Improved management/administrative procedures. This category is tied very closely to the goal of the DROVE process, which is to improve the effectiveness and efficiency of vocational education delivery systems. Changes in this category were related to improving methods of allocating and budgeting federal vocational education entitlement and grant monies, administrative reorganization, restructuring the role of the vocational education coordinator, improving student identification procedures, and improving program planning.

- Establishment of new functional elements and processes. A number of new functional elements and processes were established, ranging from new vocational youth organizations to new career centers.

- Improved awareness, understanding. This is the first of the "intangible" change categories. This category is often requesite to a tangible change. For instance, greater understanding of vocational education on the part of a school board may pave the way for the hiring of a full-time administrator of

*Instructional subject-matter review became an integral component of DROVE during the 1975-76 and 1976-77 review years.

vocational education.

A frequently mentioned comment by adminsitrators was that the DROVE process brought about a districtwide focus on vocational education that could not have been achieved in any other way. Groups and individuals reported involved in gaining greater understanding of vocational education were: school boards, administrators, teachers, and other school staff.

Another frequently mentioned outcome was greater cooperation and communication among the various subject matter departments of the district.

Added impetus in the direction of change. Administrators stipulated that the comprehensive district review of vocational education had the effect of putting into motion certain actions which were already planned but needed added impetus. DROVE acted as a stimulus in this regard. Examples of this category were: imput into a building program, validation of future plans, help in developing a career education program, and stimulus in student follow-up and needs assessment.

Improved communications. This category was mentioned 16 times. Increased communication and articulation was widespread, both within the district and in articulation with other educational agencies.

Change in attitude or philosphy. As with improved understanding and awareness, changes in attitude or philosophy are often requisites to some substantive change. "New respect," "greater visibility," "staff less defensive," were mentioned by administrators.

5. Was there one area of your vocational program that appeared to be of special concern to the review team?

The preponderant response was that no special emphasis guided the interests of the review teams.

6. Who was responsible for follow-up activities in connection with the review report?

The District director or vocational education or ROP/C director was most often mentioned as the person responsible for taking action on the review reports.

Questions asked Administrators of Vocational Education

1. Was a plan developed to deal with the outcome of the review process?

Fifteen of the 19 district vocational education administrators and two of the four ROP/C directors reported that they had a plan for disposition of the report. The remainder indicated they had taken some action on the report, such as informal meetings and discussions but had not taken steps to systematically address or pricritize each report recommendation. Where a definite disposition plan was formulated and implemented, the usual activity was group analysis of the report, reaction to each recommendation, and assignments made for implementation.

2. What groups or departments received copies of the review reports?

Responses to this question were combined with those of question 3 for the superintendent.

3. Are there any ways in which the district or ROP/C is different now that are attributable to the review process?

Responses to this question were combined with those of question 4 for the superintendent.

4. Were there any other outcomes of the review process that you can think of?

Again, responses to this question were combined with those of question 4 for the superintendent.

Determination of Reasonableness and Implementation Rates

The district or ROP/C administrator most knowledgeable about the content of the review, usually the district coordinator of vocational education or ROP/C director, was asked to rate the reasonableness and implementation status of each of the recommendations of the report, using the scales:

Reasonableness

1. Highly reasonable
2. For the most part reasonable
3. Don't know or does not apply
4. Doubtful
5. Definitely not reasonable

Implementation Status

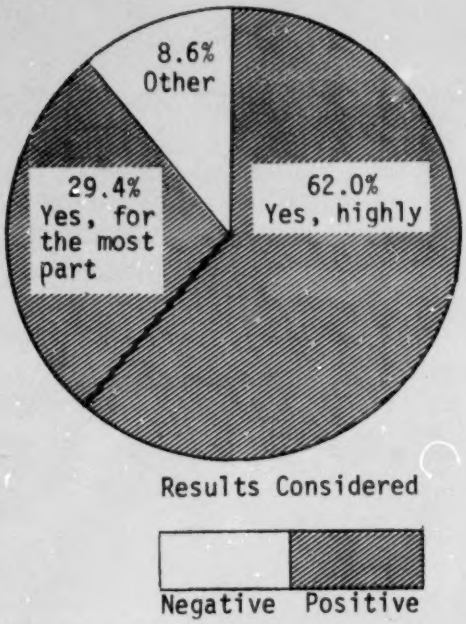
1. Recommendation has been implemented
2. Recommendation has been partially implemented
3. Implementation is planned
4. Implementation is under consideration
5. Don't know or does not apply
6. Recommendation has not been considered yet
7. Implementation is unlikely
8. Recommendation has been rejected

A total of 812 recommendation statements were written, of which 683 where for the 19 districts reviewed and 127 for the four ROP/Cs reviewed. Average number of recommendations per review report for all reviews was 35; for districts, 36; and for ROP/Cs, 32. The range of the number of recommendations per review report was from 24 to 56 for districts and from 29 to 34 for ROP/Cs.

Figures A-1 and A-2 display the responses to the questions "Was the recommendation reasonable?" and "What is the status of the implementation of the recommendation?" for school districts and ROP/Cs, respectively. As shown, 91 percent of the recommendations were rated as reasonable by school district administrators. For the ROP/C administrators, 88 percent of the recommendations were judged reasonable. About 1 percent of the recommendations were rated as "definitely not reasonable" by both districts and ROP/Cs.

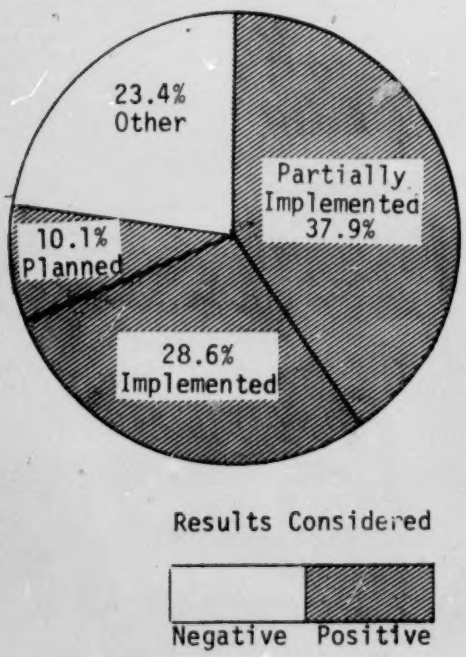
School administrators reported 77 percent of the recommendations were either implemented, partially implemented, or planned for implementation. Less than 1/2 percent were rejected outright. ROP/C administrators reported the somewhat lower implementation rate of 72 percent.

Question: Was the recommendation reasonable?



Response	
Yes, highly	62.0%
Yes, for the most part	29.4%
Subtotal	91.4%
Other	
Don't know or does not apply	4.8%
Doubtful	2.5%
Definitely not reasonable	1.3%
Subtotal Other	8.6%
Total	100.0%

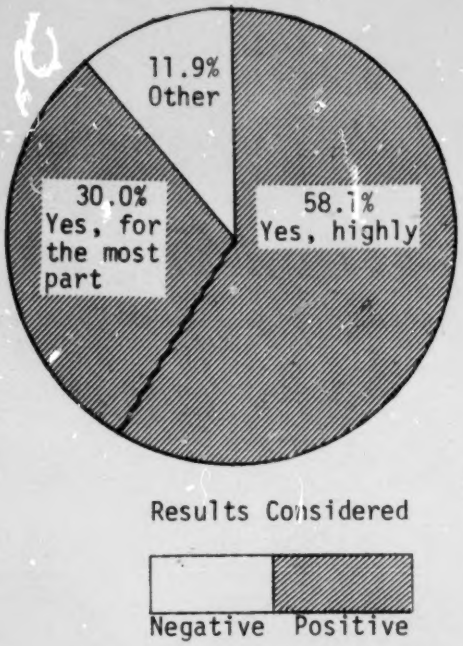
Question: What is the status of the implementation of the recommendation?



Response	
Has been partially implemented	37.9%
Has been implemented	28.6%
Implementation is planned	10.1%
Subtotal	76.6%
Other	
Under consideration	11.1%
Don't know or does not apply	7.0%
Unlikely	3.9%
Has not been considered	1.0%
Rejected	0.4%
Subtotal Other	23.4%
Total	100.0%

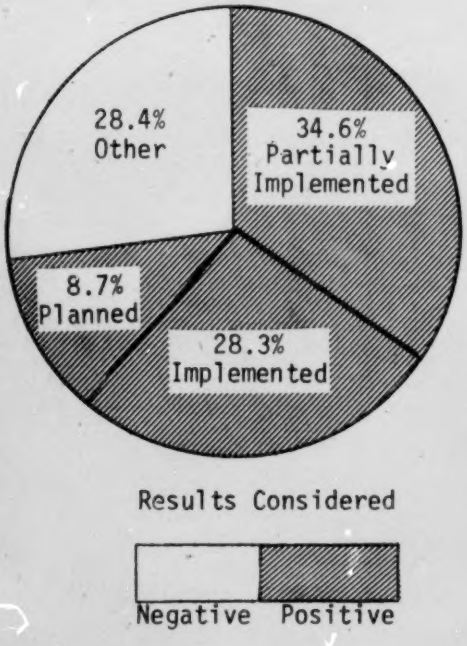
Figure A-1. Responses to Questions Relating to Reasonableness and Implementation Status of Review Report Recommendation, 19 School Districts

Question: Was the recommendation reasonable?



Response	
Yes, highly	58.1%
Yes, for the most part	30.0%
Subtotal	88.1%
Other	
Don't know or does not apply	9.5%
Definitely not reasonable	1.6%
Doubtful	0.8%
Subtotal	11.9%
Total	100.0%

Question: What is the status of the implementation of the recommendation?



Response	
Has been partially implemented	34.6%
Has been implemented	28.3%
Implementation is planned	8.7%
Subtotal	71.6%
Other	
Under consideration	11.0%
Don't know or does not apply	9.5%
Unlikely	5.5%
Rejected	1.6%
Has not been considered	0.8%
Subtotal Other	28.4%
Total	100.0%

Figure A-2. Responses to Questions Relating to Reasonableness and Implementation

Table A-1

1974-75 District Review Recommendations Implementation and Reasonableness by Each of the 12 Functions of the Vocational Education Delivery System

Function	Number of Recommendations		Percent of Total		Number Implemented		Percent Implemented		Number of Reasonable Recommendations		Percent Reasonable	
	Dist.	ROC/P	Dist.	ROC/P	Dist.	ROC/P	Dist.	ROC/P	Dist.	ROC/P	Dist.	ROC/P
1. Population Needs	35	4	5	3	25	4	71	100	29	4	83	100
2. Job Market	33	9	5	7	31	7	94	78	32	7	97	78
3. Job Performance Requirements	31	8	5	6	28	7	90	88	31	8	100	100
4. Program Planning	70	15	10	12	61	8	87	50	67	13	96	87
5. Vocational Education Promotion	34	7	5	5	25	6	74	85	31	6	91	86
6. Student Recruitment	36	6	5	5	27	5	75	83	35	5	97	83
7. Curriculum Resources and Ancillary Services	56	10	8	8	41	5	73	50	50	8	89	80
8. Guidance and Counseling	84	15	12	12	68	13	81	87	77	14	92	93
9. Placement	33	7	5	5	23	6	70	85	27	7	82	100
10. Vocational Education Instruction	145	20	21	16	104	13	72	65	134	18	93	90
11. Program Review	67	9	10	7	51	6	76	67	58	7	87	78
12. Evaluation	59	17	9	14	41	11	70	65	53	15	90	88
TOTALS	683	127	100%	100%	525	91	(cannot be totalled)		624	112	(cannot be totalled)	

Table A-2

Comparison of Recommendations, 1972-73, 1973-74, 1974-75, by Each of the Functions of the Vocational Education 12-Function Delivery System, School Districts Only

Function	No. of Recommendations			Percent Implemented*		
	72-73	73-74	74-75	72-73	73-74	74-75
1. Population Needs	45	28	35	65	79	71
2. Job Market	46	27	33	70	78	94
3. Job Performance Requirements	38	35	31	71	86	90
4. Program Planning	66	72	70	70	74	87
5. Vocational Education Promotion	42	35	34	71	92	74
6. Student Recruitment	32	38	36	75	71	75
7. Curriculum Resources and Ancillary Services	49	47	56	71	87	73
8. Guidance and Counseling	119	97	84	65	70	81
9. Placement	52	49	33	83	69	70
10. Vocational Instruction	167	142	145	67	70	72
11. Program Review	51	55	67	69	78	76
12. Evaluation	57	51	59	54	76	70
	764	676	683	(cannot be totalled)		

* Implementation includes those recommendations which were reported to be implemented, partially implemented, or for which implementation was definitely planned.

Table A-3

Implementation and Reasonableness Rates by the Five Functional Areas Used in the DROVE Instrumentation, School Districts Only

Subsystem	Implementation Rate		Reasonableness Rate	
A--Needs and Opportunities				
1. Population Needs	71		83	
2. Job Market	94	85%	97	93%
3. Job Performance Requirements	90		100	
B--Planning				
4. Program Planning	87		96	
5. Vocational Education Promotion	74	78%	91	93%
6. Student Recruitment	75		97	
7. Curriculum Resources and Ancillary Services	73		89	
C--Student Services				
8. Guidance and Counseling	81	77%	92	87%
9. Placement	70		82	
D--Irstruction				
10. Vocational Instruction	72	72%	93	93%
E--Educational Accountability				
11. Program Review	76	73%	87	89%
12. Evaluation	70		90	

Average Implementation Rate 78%

Average Reasonableness Rate 91%

ANALYSIS BY FUNCTION AND SUBSYSTEM

Following a trend, function 10--instruction received the most recommendations: 145 for districts and 20 for ROP/Cs, followed by function 8--guidance and counseling with 84 for districts (Table A-1). Rank order of the number of recommendations per function differed for ROP/Cs: following instruction is function 11--evaluation with 17 recommendations; and function 4--program planning and function 8--guidance and counseling, tying with 15 each. Functions receiving the least recommendations were function 3--job performance requirements with 31 (5 percent of the total) for districts and function 1--population needs with 4 (3 percent of the total) for ROP/Cs.

Function 2--job market (94 percent) and function 1--population needs (100 percent) enjoyed the highest implementation rates for districts and ROP/Cs respectively. For districts, function 9--placement and function 12--evaluation shared the lowest implementation rate with 70 percent. For ROP/Cs, function 4--program planning and function 7--curriculum resources and ancillary services shared the lowest implementation with 50 percent.

Table A-2 provides a display of number of recommendations and percent of recommendations implemented, by each of the 12 functions of vocational educations. The table shows trends over a three-year period.

The 12 functions of vocational education are grouped into the five subsystems as shown in Table A-3. Subsystem A--needs and opportunities, received the highest implementation rate, whereas subsystem D--instruction, received the lowest, with 72 percent.

Consistency of reasonableness ratings covered three of the five subsystems, needs and opportunities, planning, and instruction, all of which received a reasonableness rating of 93 percent. The student services subsystem received the lowest reasonableness rating, with 87 percent.

Appendix B

LIST OF DISTRICTS AND ROP/CS REVIEWED DURING 1974-75

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Dr. Glenn R. Houde
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Elk Grove Unified SD
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Brea, CA 92621

Dr. George Alexson
Superintendent
Imperial USD
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Dr. Eldred Gott
Superintendent
Corning Union SD
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Appendix C

DISTRICT REVIEW OF VOCATIONAL EDUCATION INTERVIEW FORM

DISTRICT VOCATIONAL REVIEW FOLLOW-UP

PROCEDURES

1. Visit the office of the district superintendent and ask the questions indicated on the attached Interview Form. Use probes only if initial question fails to obtain adequate response.

2. Interview the vocational coordinator or contact person. Determine reasonableness and implementation rates for each recommendation statement in the district's review report. Use the scales on the attached sheets. Give the respondent a copy of the scales in order that he or she may refer to them during the interview. Ask him or her to respond with two numbers for each recommendation statement--one from the reasonableness scale, and one from the implementation scale. Politely discourage extended explanations about the consequence of each recommendation statement (your interview can be easily drawn out into several hours this way). Place the two numbers for each statement in the right hand margin of your copy of the report:

EXAMPLE:	Reasonableness	Implementation
That a career center be established. Responsibility: Vocational Coordinator	2	1

Then ask the questions indicated on the Interview Form. Use probes indicated only if initial question fails to obtain adequate response. Note that the last part of the form leaves room for you to note down any observed changes attributable to the review. (Encourage the vocational coordinator to take you on a tour.)

DISTRICT VOCATIONAL REVIEW FOLLOW-UP
INTERVIEW FORM

District _____ Today's Date _____

County _____ Date of Previous Review _____

Name of District Superintendent _____

Name of Vocational Coordinator (or other) _____

I. Questions for the Superintendent

1. How would you evaluate the performance of the visiting team? (Probes: Did they interview key staff, visit major instructional areas.)

2. Did you feel that their recommendations were reasonable; that is, realistic in terms of your goals and resources?

3. What happened to the review report after you received it? (Probes: Did board and advisory groups get copies, uses of reports.)

4. Are there any ways in which the district is different now that are attributable to the review process?

5. Was there one area of your vocational program that appeared to be of special concern to the review team? Yes ___ No ___ If yes, what area?

6. Who was responsible for follow-up activities in connection with the review reports?

II. Questions for the Vocational Coordinator

(First determine the reasonableness and implementation rates for each recommendation contained in the review reports.)

1. Was a plan developed to deal with the outcomes of the review process? (Probe: Were recommendations put in priority list.) Yes ___ No ___
   If yes, what was it?

2. What groups or departments received copies of the review reports? (Probes: Advisory committees, counseling and guidance.)

3. Are there any ways in which the district is different now that are attributable to the review process? (Probe for examples.)

4. Were there any other outcomes of the review process that you can think of? (Probes: Indirect benefits--improved communication, better relationships, attitudes.)

(Interviewer will note down any observed evidence of system changes attributed to the review)

REASONABLENESS SCALE

1---Highly reasonable

2---For the most part reasonable

3---Don't know or does not apply

4---Doubtful

5---Definitely not reasonable

STATUS OF IMPLEMENTATION

1---Recommendation has been implemented

2---Recommendation has been partially implemented

3---Implementation is planned

4---Recommendation is under consideration

5---Don't know or does not apply

6---Recommendation has not been considered yet

7---Implementation is unlikely

8---Recommendation has been rejected

DISTRICT REVIEW OF VOCATIONAL EDUCATION

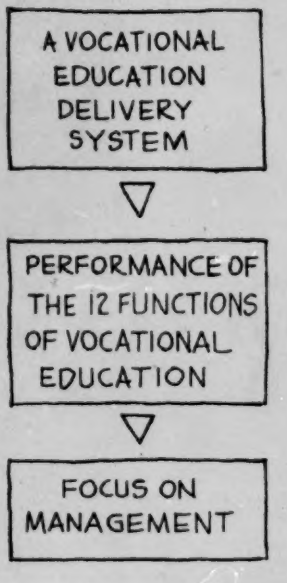
Handbook

This Handbook describes a process known as the District Review of Vocational Education (DROVE). This management process consists of a self-assessment by local unit personnel, a visit by a team of outside vocational educators, and a follow-up study. The immediate outcome of the process is a concise management report for local unit decision-makers that identifies vocational system strengths and needs for change. The ultimate product will be improved vocational opportunities and services for students.

This Handbook is only one part of the materials used in the DROVE process. To insure a complete understanding of the nature of the review, participants must first view a sound-slide orientation. You will also need to refer to a self-study document called the "Guide for Reviewing a Vocational Education System." These materials will be provided to you by the consultant who conducts your orientation.

OVERVIEW of the REVIEW PROCESS

WHAT are we reviewing?



We are reviewing a vocational education delivery system. Most often the delivery system will be a district operation, but the review process can also be used for a single school or for a regional occupational center or program.

In any case, the review is organized around the 12 functions of vocational education; reviewers will be looking at how the delivery system is providing for performance of these functions.

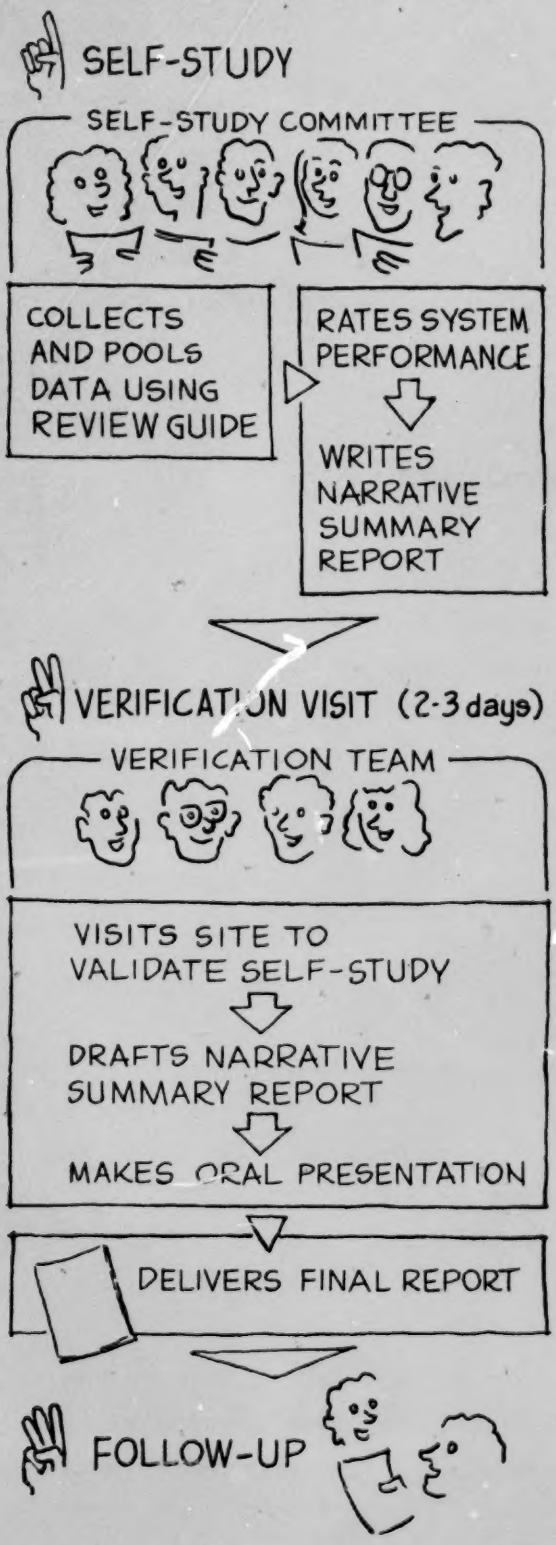
Reviewers will examine many aspects of the vocational education system--services, resources, facilities--but the focus of the review is on the management system.

WHY are we doing this?

A review such as this should:

- Help local educators in reviewing and revising objectives, establishing priorities, and making plans for the future.
- Help satisfy the requirement for accountability to students, parents, community, and government.
- Give visibility to innovative or exemplary performance and to needs for change.
- Provide an opportunity for exchange of ideas and information about vocational education system management among people within the organization and with others from outside.

HOW does the review work?



I SELF-STUDY

In the first step, a person delegated as self-study coordinator enlists a group of administrators and other knowledgeable people from the educational unit and the community to make a study of the vocational education system.

The study group uses forms in the "Guide for Reviewing a Vocational Education System" to collect data and to rate their system's performance of the 12 functions of vocational education. They also write a narrative summary report listing commendations and recommendations for system improvement.

II VERIFICATION VISIT

In the second part of the review, a visiting team comes to verify the self-study review. The team members are all people from outside the local area who have competence in some aspect of vocational education and who can give impartial judgments and useful advice for future directions.

First, the verification team studies materials already assembled by the self-study group and hears their report. Then they talk with people in the schools and community to supplement and verify what they have learned about the system.

During their visit, the verification team members make observations on how well the vocational education delivery system is functioning. Before leaving, they draft a summary report recording their commendations and recommendations for system improvement. They discuss the draft report in a meeting with local personnel.

A short time later, the team's final report is delivered to the superintendent. If asked, a team representative will return to discuss the report and answer questions about the recommendations.

III FOLLOW-UP

Within a year after the review, a follow-up study is conducted to help local personnel assess progress toward implementation of review report recommendations.

the REVIEW GUIDE

Before going into details about how the self-study and verification visit are conducted, let's see how the review instrument, "Guide for Reviewing a Vocational Education System," is organized and what it contains. You should have a copy to examine.

The review guide is printed as a series of booklets, organized around the 12 functions of vocational education. The functions have been divided into five groups or parts; there is a booklet for each part.

Part **A** NEEDS AND OPPORTUNITIES INFORMATION	Function 1	POPULATION NEEDS
	2	JOB MARKET
	3	JOB PERFORMANCE REQUIREMENTS
Part **B** PLANNING	4	PROGRAM PLANNING
	5	VOCATIONAL EDUCATION PROMOTION
	6	STUDENT RECRUITMENT
	7	CURRICULUM RESOURCES AND ANCILLARY SERVICES
Part **C** STUDENT SERVICES	8	GUIDANCE AND COUNSELING
	9	PLACEMENT
Part **D** INSTRUCTION	10	VOCATIONAL INSTRUCTION
Part **E** EVALUATION	11	PROGRAM REVIEW
	12	EVALUATION

Notice that each booklet is divided into two sections:

1. Suggested Questions. Items in this section are designed for assembling facts needed to understand local unit performance. The questions can be answered directly by self-study group members, or they can be used by them to obtain information from other informed people.

2. Performance Review. This section contains forms for rating the unit's performance of the functions and instructions for writing narrative summary statements listing commendable features of the system and recommendations for system improvement.

I the SELF-STUDY

Since this review focuses on the management of the vocational education delivery system, the self-study committee should be composed primarily of persons who are managers in the system or who are associated with the system (e.g., advisory committee members, employers). While teachers and students may also participate in the review process, the review does not attempt to evaluate teacher performance or student achievement. Instead, questions such as these will be of concern to reviewers:

- How does the system gather information about students and the community?
- How is the information used to make decisions about vocational programs?
- Who participates in these decisions?

Committee size will vary with the size of the unit reviewed; from three to twelve members is recommended. The review provides self-study participants an opportunity to become better acquainted with many aspects of their system and to contribute their ideas for future directions.

Orientation

As a first step in the review, the self-study committee meets with a representative from the State Department of Education, who will describe the review procedures and explain how the forms in the review instrument are used.

At this meeting the review coordinator will assign the different parts of the review guide to members of the self-study committee who are knowledgeable about the functions covered by that part.

Self-Study Data Collection

The self-study committee's first task is to collect information to answer questions in the suggested questions sections of the review guide. Each person is responsible for questions pertaining to the functions assigned to him.

To answer the review guide questions, local personnel will use existing sources of information, such as accreditation reports, the district plan for vocational education, current community and student surveys, and follow-up studies. They are not expected to generate original surveys solely for this review. Also it is important to know how existing information is used to make decisions about vocational programs.

Answers to questions should be recorded directly in the review guide, or on sheets attached to appropriate pages. Several copies of the completed forms, with attachments, will be needed later in the review.

THE 3 A'S OF SELF-STUDY

Self-study committee members should observe these 3 A's of self-study when they are securing information to answer the questions assigned to them:

APPROPRIATE

- Be sure the information is APPROPRIATE. Don't present data just because it exists: confine your facts to what is required to answer the question.

ACCURATE

- Be sure your information is ACCURATE. Remember, your fellow committee members must accept the accuracy of your evidence and agree on any conclusions that are reached. Later your material will be reviewed by the verification team.

ACKNOWLEDGED

- Be sure the source of your information is ACKNOWLEDGED. Others might need to verify and amplify the facts you furnish. You might well be asked, "Where can I talk with the head counselor you mention?"

Performance Review

When the self-study committee has completed the suggested questions section of the review guide, and before the visiting team is scheduled to arrive, they will meet to complete the performance review section. This requires two activities: (1) rating performance and (2) writing a narrative summary report.

1 RATING PERFORMANCE

Forms for rating performance of the functions included appear in the second section of each booklet. Here study committee mebers are required to rate performance on a list of criteria, using a scale, five to zero. This scale can be viewed as a continuum, with five being very satisfactory and one representing very unsatisfactory performance. A rating of zero is used when the self-study group feels that the criterion does not apply.

Performance rating requires a consensus opinion on each criterion listed. To reach a consensus, the study committee should first hear a report on the background information about each criterion. The background information should come from answers to questions in the suggested questions section and should be presented by the study committee person responsible for compiling them. After discussing the information, the committee should reach an agreement on a satisfactory or unsatisfactory rating. The majority rules--only a group rating can be recorded.

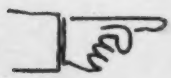
PERFORMANCE RATINGS WILL NOT APPEAR IN THE FINAL REVIEW REPORT. They serve as a guide for review participants in the identification of system strengths and weaknesses.

2 WRITING THE NARRATIVE SUMMARY

When performance rating is complete, the self-study committee meets to prepare the narrative summary, as specified on the last page of each review guide booklet. This requires brief summary statements about commendable features of the system, recommendations for improvements, and opinions on who should be responsible for implementing changes.

Look at the narrative summary questions in one of the booklets and review what is required. Two kinds of statements are to be written: Item 1 calls for commendation statements; item 2 calls for statements recommending improvements and actions. Responsibility for implementation of each improvement or action must be indicated.

The statements for each function may be drafted by the person responsible for reviewing that function. Then the committee should discuss each statement; statements included in the report must be supported by a majority of the committee.



Here are some points to observe when writing the narrative summary statements:

- Statements should be brief and as specific as possible.
- It may not be appropriate to write commendation or recommendation statements for every function: commendations should be made only for real accomplishments; recommendations should propose significant changes to ongoing activities.
- Recommendations should be written for performances which were rated as unsatisfactory. Recommendations for improving satisfactory performance are also in order. Improvements and actions which will result in better vocational education opportunities for students are the most important product of a vocational education delivery system review.
- No recommendation is made without designating responsibility to an office or unit to carry it out.

- Recommendations must be within the capability of the unit to accomplish. It does no good to make impossible recommendations.

When the narrative summary for each part is complete, the self-study coordinator should arrange to have copies of the entire review guide with attachments available for the next step in the review--the verification visit.

EXAMPLES

Below are examples of narrative summary statements that might be written by a self-study committee or by a verification team: both groups follow the same form and observe the same rules.

COMMENDATIONS:

- Needs assessment projects have been conducted for all of the district's high schools.
- The district has made a follow-up survey of graduates for the past seven years. This effort has provided valuable information for program planning, review, and evaluation.
- The business education department heads have worked closely with their advisory committee and the county ROC director to plan and implement a coordinated program of classes and work experience opportunities.

RECOMMENDATIONS:

- A system should be established to summarize and disseminate job descriptions and job performance requirements in a form usable by counselors and students.

  Responsibility: Vocational education counselor, in consultation with the principal

- A district vocational planning committee should be organized to assist in program development, implementation, and coordination.

  Responsibility: Board of Trustees

- More emphasis should be placed on identifying and recruiting disadvantaged and handicapped students for vocational training.

  Responsibility: Guidance staff, with coordination by the director of vocational education

II the VERIFICATION VISIT

The verification team is composed of four or five vocational educators recruited from qualified personnel throughout the state. While arrangements for their participation are made by the vocational education unit of the State Department of Education, the team members act as independent consultants and bring their own viewpoints to the review. Most have participated in previous reviews as visitors or as self-study committee members.

Orientation

On the first day of their visit, the verification team meets for an orientation. Team members are informed about their tasks in the review: to verify the self-study findings and to draft a narrative summary report. After this meeting the visitors review the completed review guide and other materials furnished by the self-study committee. Each is assigned at least one part of the review guide. As they are studying materials pertinent to their assignments, team members should prepare questions to ask and plan observations to make the next day during their visit to the site.

Verification Activities

The next morning each visitor should first discuss his questions with a local person who is knowledgeable about the functions assigned to him. Together they can decide how observations, interviews, and document reviews can be arranged to complete the visitor's verification of the self-study findings.

Then the visitors talk with appropriate people (instructors, students, administrators, employers, counselors, advisory committee members, parents, board members); observe local operations; and perhaps review additional documents.

Narrative Summary

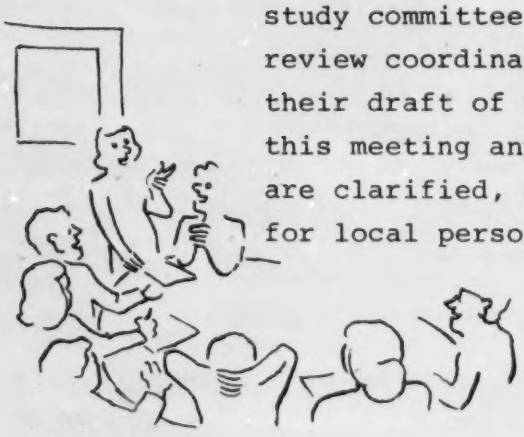
During their visit, verification team members will meet frequently to discuss their observations. In consultation with his team mates, each visitor must draft a narrative summary for his section of the review. At some time during the visit, each will present his draft to the entire team, which must reach agreement on statements to be included in their report.

COMMENDATIONS

RECOMMENDATIONS
RESPONSIBILITY

The visitors use the same format and observe the same rules as were used by the self-study committee in writing their narrative summary statements. First they list, by function, the commendations they have found for the vocational education delivery system. Then, based on the recommendations made by the self-study committee and on their own conclusions about the system, they list their recommendations for improvements and actions they think the organization should take to strengthen its performance. And they suggest, by position and title, who should be responsible for the actions taken. (See instructions and examples on pages 8 and 9.)

Oral Presentation



As a final step during the visit (usually the next morning), the verification team meets with the self-study committee and others invited by the local review coordinator to orally present and discuss their draft of narrative summary statements. At this meeting any points that need clarification are clarified, either for the verification team or for local personnel.

the REVIEW REPORT

the Review Report

Shortly after the visit, the verification team's final report will be delivered to the superintendent. This report includes only the narrative summary statements written for each function. The district is asked to produce enough copies for distribution to all interested parties. Also, if requested, a team representative will appear before the local board or other designated group to summarize the team's report and answer questions about the recommendations.

The final report, as well as data collected during the self-study, should provide local personnel with information useful in planning and implementing system improvements. Vocational educators have also used review reports to remind administrators, teachers, counselors, advisory committee members, and others about system strengths and needs. Reports have been useful as check lists for actions, in accreditation reviews, and in revising district plans for vocational education.

III FOLLOW-UP

Within a year of the review, a follow-up study will be conducted to assist local personnel in determining their progress toward implementation of review report recommendations.

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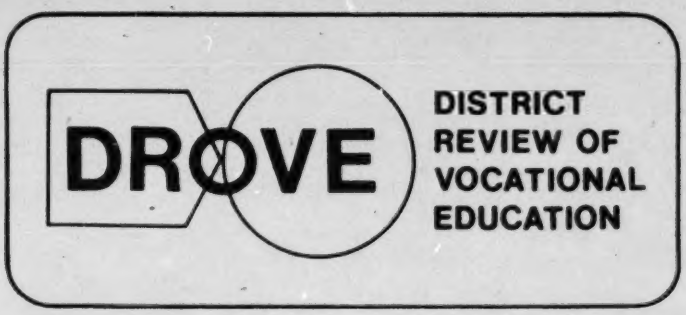
for use with the audiovisual review orientation. August 1975

HOMEMAKING EDUCATION



PROGRAM REVIEW

ADMINISTRATOR INTERVIEW SCHEDULE

ADMINISTRATOR INTERVIEW SCHEDULE
HOMEMAKING EDUCATION

IDENTIFICATION

School _____ District _____

Address _____ Phone _____

Person Interviewed _____ Date _____

Title _____

Interviewed by _____ Time Required _____

INSTRUCTIONS TO INTERVIEWER:

Your role is that of consultant to the school. As such, you are to be helpful and not judgmental. Set a relaxed, friendly tone for the interview.

Ask non-threatening, open-ended questions. Listen to the response. If you are talking more than 10% of the time, you are giving, not gaining information.

Explain that you may be taking brief notes. Ask if that will bother the respondent.

Be sure the respondent understands that you are interested in perceptions, and that you will be talking about general areas of influence on educational quality.

Plan and organize the interview so it does not last longer than 45 minutes. Don't lose control of the interview.

Remember, you are an enabler, not an investigator.

INSTRUCTIONS TO RESPONDENT:

NOTE: This information is to be discussed with the respondent at the beginning of the interview.

You are already familiar with DROVE as an accepted system for evaluating vocational education in California high schools. As you know, your district is participating in DROVE this year.

Previous DROVE experiences have pointed to the need for more in-depth information on instructional programs. The overall system concentrates on the management of vocational education. As an outgrowth of the identified need, the process includes services from subject matter consultants prior to the DROVE team visit.

The Homemaking Education program review, like DROVE, is grouped into the areas: PLANNING AND SUPPORT SERVICES, INSTRUCTION AND RESOURCES, and EVALUATION.

The division/department chairperson, instructors, and a sample of students will be completing instruments that cover these areas. It is important to gain the administrative viewpoint, as well. That is the purpose of this interview. Do you have questions before we begin the interview?

I. PLANNING AND SUPPORT SERVICES

A. Planning

Explore:

1. What information is available to help teachers plan curriculum and courses? Is it in usable form? Who is responsible for collecting and analyzing the information?

2. How recent is the survey of student and community consumer and homemaking needs? (Emphasize EDA.)

3. How are the CHE/HERO teachers utilizing the information? (Note evidence of program changes that have occurred.)

4. How are the teachers involved in the development of the District Plan for Vocational Education?

5. What is the procedure for course approval and change?

B. Student Services

Explore:

1. What are district/school priorities for student services such as program promotion, student recruitment, advisement and career counseling, placement?

2. Is there evidence of commitment in terms of resource allocations (personnel, release time for instructors, campus centers, student use)?

3. How do instructors demonstrate commitment to program promotion, student recruitment, placement, and utilization of student services?

II. INSTRUCTION AND RESOURCES

A. Instruction

Explore:

1. What evidence is there of flexibility, innovation, responsiveness to individual needs of students (including disadvantaged and handicapped)?

2. How are instructors encouraged to introduce new materials and instructional strategies and to expand interdepartmental and interdisciplinary cooperation?

B. Instructional Staff

Explore:

1. What is your perception of the CHE/HERO instructor(s)' qualifications, competence, orientation to students, acceptance by colleagues, and efforts to maintain currency?

2. On a four point scale, how would you rate the quality of instruction?

	VERY SATISFACTORY (4)	SATISFACTORY (3)	UNSATISFACTORY (2)	VERY UNSATISFACTORY (1)
CHE				
HERO				

3. What, in your opinion, are the priority needs for improvement?

C. Resources

Explore:

1. How is administrative support for the CHE/HERO program demonstrated (facilities and equipment, resource allocations, budget participation and control)?

2. What learning resources are available for teachers to use (e.g., basic skills remedial, tutorial)? How are they oriented to vocational education?

3. Are the CHE and HERO Advisory Committees used effectively? What contributions have the committees made?

III. EVALUATION

A. Program Review and Evaluation

Explore:

1. What process is used for program review (indications of student, community, advisory committee, administrative, and other school input)?

2. Are there specific indications of program change?

3. Is there a school-wide evaluation guideline? If so, describe.

4. What is the approach to teacher evaluation? (Assess participation, efforts beyond the Stull Bill requirements.)

ADDITIONAL QUESTIONS

Are there areas we haven't discussed you wish to explore?

BUSINESS EDUCATION

DROVE
DISTRICT REVIEW OF VOCATIONAL EDUCATION

PROGRAM REVIEW

ADMINISTRATOR INTERVIEW SCHEDULE

ADMINISTRATOR INTERVIEW SCHEDULE
BUSINESS EDUCATION

IDENTIFICATION

School_____ District_____

Address_____ Phone_____

Person Interviewed_____

Title_____

Interviewed by_____ Date_____

1.0 INFORMATION SERVICES AND PLANNING

1.1 When planning for curricular and program changes, do your business teachers make use of student information such as test data, economic data, dropout rates, etc.?

YES		NO		DON'T KNOW
For planning curriculum	___	Not available	___	
For determining number of classes	___	Insufficient funds	___	
For determining course content	___	Not enough teacher time	___	
Other_____		Not enough teacher interest	___	
		No district assistance	___	

1.2 Does your Business Education Department use local job market information for curriculum planning?

YES		NO		DON'T KNOW
From E.D.D.	___	No local available source	___	
From Department of Labor	___	Other_____		
From Advisory Committee	___			
From business/industry	___			
From employment agencies	___			
Other_____				

1.3 Are you satisfied that the business skills and knowledges being taught are valid and current for the job market area in which your students will be employed?

YES		NO		DON'T KNOW
From business dept. reports	___	Complaints from business	___	
From reports by community businessmen	___	Complaints from community college	___	
From reports of community college	___	Complaints from former students	___	
From follow-up studies	___	Complaints from counselors	___	
Other_____		Other_____		

1.4 Does the business department have a formal plan which sets forth agreed-upon priorities for operation of the department's programs and activities?

YES	NO	DON'T KNOW
With whom is copy filed?_____		

2.0 PROGRAM PROMOTION AND RECRUITMENT

2.1 Does the school/department promote the business education program within the school and the community?

YES		NO		DON'T KNOW
Press releases	___	Against district policy	___	
Open house activities	___	Against school policy	___	
Career Day	___	Business department does not encourage it	___	
Brochures	___			
Visitations	___	Other_____		
Student speakers at service clubs	___			
Materials made available at PTA meetings	___	SUGGESTIONS FOR FUTURE ACTION:		
Other_____				

2.2 Does the Business Education Department have a plan for recruiting students?

YES		NO		DON'T KNOW
Class observations by students	___	Staff overloaded	___	
Survey and exploratory units in various courses	___	No vocational counselors	___	
Youth group assistance	___	Insufficient funds	___	
Other_____		Other_____		
		IMPROVEMENTS NEEDED:		

2.3 Do counselors provide students with adequate information for their use in making career choices?

YES		NO		DON'T KNOW
Career center use	___	Staff overloaded	___	
Class in careers	___	No vocational counselors	___	
Use of voc. ed. counselor	___	Insufficient funds	___	
Use of vocational test results	___	No counselors with vocational background	___	
Other_____				

SUGGESTED IMPROVEMENTS FOR THE GOOD OF ALL STUDENTS:

2.4 Does the school provide job placement services for qualified business students?

YES		PERSON RESPONSIBLE		NO	
For full-time work	___	Business ed. teacher	___	Not school policy	___
For part-time work	___	Work experience teacher/coordinator	___	No staff available	___
Co-op/Work Experience	___	Counselor	___	Insufficient funds	___
Other_____		Other voc. ed. teacher	___	Not necessary	___
		Other (who)_____		Students find own jobs	___

IMPROVEMENTS NEEDED:

3.0 INSTRUCTION

3.1 Do you have evidence of the effectiveness of the instructional methods used by the business education staff?

YES		NO		DON'T KNOW
Student certificates of completion	___	No formal plan of evaluation	___	
Youth group activity	___	No staff time	___	
Observation by administration	___	Other_____		
Inservice training	___	IMPROVEMENTS NEEDED:		
Student progress reports	___	Inservice training	___	
Reports from employers	___	Use of Advisory Committee	___	
Reports from former students	___	Better use of aides	___	
Other_____		Better acceptance of administration's recommendations	___	
		Better selection/use of instructional materials	___	
		Other_____		

3.2 Do you feel that the instructional space and facilities allocated to the business department are adequate for present needs?

YES		NO		DON'T KNOW
Present facilities are new	___	Increasing school enrollments	___	
Facilities newly upgraded	___	Increasing dept. enrollment	___	
Declining school enrollment	___	Antiquated building/room	___	
Declining business department enrollment	___	Poorly designed facilities	___	
Shift in student interest	___	Insufficient funds	___	
Other_____		Other_____		

3.3 Is the equipment used in the business department typical of local business establishments?

YES NO

3.4 Is the equipment used in the business department on a systematic repair plan?

YES NO

3.5 Is the equipment used in the business department on a systematic replacement plan?

YES NO

3.6 Are business teachers provided with opportunities for frequent inservice education?

YES		TYPE		NO	
At a local community college	___	General ed.	___	Area is too remote	___
Through a four-year institution	___	Business ed.	___	Teachers have not indicated an interest	___
Through local business	___	Vocational ed.	___	Insufficient funds	___
Through district	___	Other_____		Not enough teachers to warrant expense and time	___
Other_____					

SUGGESTED IMPROVEMENTS:

4.0 EVALUATION

4.1 Who evaluates the business education staff?

Site administrator ___
District administrator ___
Department chairperson ___
Other _____

4.1.1 What is the format/procedure?

Written report ___ How often? _____
Standard form ___
Other _____

4.1.2 Who reviews the report other than the evaluator?

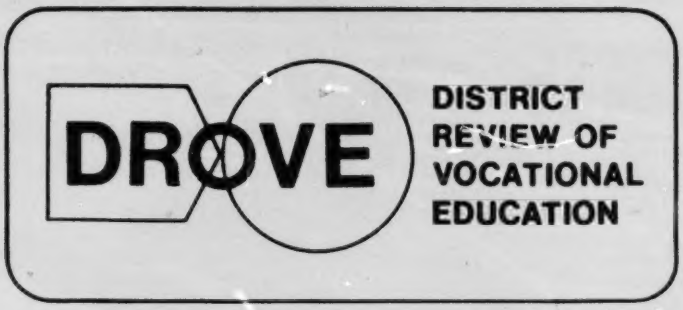
Other administrators ___
Department chairperson ___
Person evaluated ___
Other _____

4.2 Is the business education program evaluated?

YES		NO		DON'T KNOW
By a curriculum group	___	Administrative staff too small	___	
Business Ed. Coordinator	___	District has not set up this type of evaluation system	___	
Site administrator	___	Not necessary at this time	___	
District administrator	___	Department is not in favor of it	___	
Advisory Committee	___	Other _____		
Business education staff	___			
Other _____				

SUGGESTED IMPROVEMENTS:

AGRICULTURAL EDUCATION



PROGRAM REVIEW

ADMINISTRATOR INTERVIEW SCHEDULE

ADMINISTRATOR INTERVIEW SCHEDULE
AGRICULTURAL EDUCATION

IDENTIFICATION

School _____ District _____

Address _____ Phone _____

Person Interviewed _____

Title _____

Interviewed by _____ Date _____

Read to the respondent:

I am sure that you understand that the purpose of the agricultural education review is to improve the instructional program. You are being asked to contribute information from the administrative point of view in four areas: Information Services and Planning, Departmental Support, Instruction, and Evaluation. We are not asking you to speak for the administration; rather, we are asking you to give your own view as you understand it. Your perspective of the program will help us to gain a better understanding. The visiting consultant will be using your views in making his judgments; however, your remarks will be held in confidence.

I. INFORMATION SERVICES AND PLANNING

A. Population Needs

1. What information about students and potential students is available to teachers to help them plan instructional programs?

2. Do teachers from the agricultural education department use such information?

☐ Yes

☐ No

B. Job Market

1. How does your school obtain projections of the labor market for planning?

2. How is this information used in planning agricultural programs?

C. Job Performance

1. How does your school compare skills being taught in the agriculture department with current skill requirements in agricultural occupations?

D. Advisory Committee

1. Does your school have an effective vocational agriculture advisory committee?

☐ Yes

☐ No

E. Program Review

1. What use is made of follow-up data on students who have completed or graduated from the agriculture program?

II. DEPARTMENTAL SUPPORT

A. Program Promotion

How does the agriculture department ensure that adequate numbers of students are enrolled to fill labor market needs?

2. What is the relationship between the vocational agriculture teachers and other people in the school and community?

B. Student Enrollment

1. Have the students who are enrolled in the agriculture program indicated an interest in a career in agriculture?

☐ Yes

☐ No

2. Is the dropout rate of agriculture students from beginning classes to advanced classes different from dropout rates of other vocational programs?

☐ Yes

☐ No

3. Does the agricultural program contain components suited to all interested persons in the community (secondary, adult, handicapped, disadvantaged)?

☐ Yes

☐ No

C. Guidance and Counseling

1. Do agriculture students receive adequate help in making career choices?

☐ Yes

☐ No

D. Job Placement

1. Does the school provide graduates and students with help in securing part-time and full-time employment?

☐ Yes

☐ No

III. INSTRUCTION

A. Management of Instruction

1. Are you satisfied with the qualifications of the present agricultural teaching staff?

☐ Yes

☐ No

2. Do the vocational agriculture courses of study and teaching plans meet school standards?

☐ Yes

☐ No

3. Is the agriculture instructional program effectively and efficiently continued throughout the summer months?

☐ Yes

☐ No

4. Is student occupational experience in agriculture an effective function of the instructional program?

☐ Yes

☐ No

5. Is a viable, comprehensive FFA program included as an integral part of the agricultural education program?

☐ Yes

☐ No

6. Is there evidence that students and staff have desirable attitudes toward vocational agriculture?

☐ Yes

☐ No

7. Is the agriculture department managed satisfactorily?

☐ Yes

☐ No

B. Materials for Instruction

1. Are you satisfied with the adequacy of the instructional materials presently used in the agriculture department?

☐ Yes

☐ No

C. Facilities

1. Are the agricultural education facilities adequate for present and anticipated uses?

☐ Yes

☐ No

D. Equipment

1. In your judgment, is your agriculture department adequately equiped? (Ag Science, Ag Mechanics)

☐ Yes

☐ No

2. What is the present policy for replacing equipment?

E. Personnel

1. Is the number of teachers adequate to provide the kind of agriculture program needed?

☐ Yes

☐ No

2. Is there adequate non-certificated support personnel provided to the agriculture department?

F. Evaluation

1. How is your agriculture program evaluated?

2. How are your agriculture teachers evaluated?

INDUSTRIAL EDUCATION

DROVE

DISTRICT REVIEW OF VOCATIONAL EDUCATION

PROGRAM REVIEW

ADMINISTRATOR INTERVIEW SCHEDULE

ADMINISTRATOR INTERVIEW SCHEDULE
INDUSTRIAL EDUCATION

IDENTIFICATION

School_____ District_____

Address_____ Phone_____

Person Interviewed_____

Title_____

Interviewed by_____ Date_____

I. INFORMATION SERVICES AND PLANNING

1. What information about students and potential students is available to teachers to help them plan instructional programs?

2. Do teachers from the industrial education department use this information?

   ☐ Yes

   ☐ No

3. Does your school have an industrial education advisory committee in operation?

   ☐ Yes

   ☐ No

4. How does your school validate the currency of the skills being taught in the industrial education department?

II. INSTRUCTIONAL PROGRAM SUPPORT

1. How is the budget for the industrial education program administered?

2. How is information about the program communicated within the school and to the community?

3. Does the school board understand the industrial education program?

☐ Yes

☐ No

4. Is provision made for emergency equipment repair or installation?

☐ Yes

☐ No

III. CARREER INFORMATION, RECRUITMENT, AND JOB PLACEMENT

1. Which members of your staff give students help in making career choices?

2. Does the school provide graduates and students with help in securing part-time and full-time employment?

☐ Yes

☐ No

IV. MANAGEMENT OF INSTRUCTION

1. Does your industrial education staff serve a leadership role in your school?

☐ Yes

☐ No

2. Is there evidence that students and staff have desirable attitudes toward industrial education?

☐ Yes

☐ No

3. Do you feel that the instructional space and facilities allocated to the industrial programs are adequate for present needs?

☐ Yes

☐ No

4. How are the industrial education equipment and materials kept equivalent to industry standards?

5. How do industrial education teachers maintain subject matter skills competency?

V. PROGRAM AND PERSONNEL EVALUATION

1. How is your industrial education program evaluated?

2. How are your industrial education teachers evaluated?

3. Have you used or do you plan to use student evaluations of industrial education programs or teachers?

☐ Yes

☐ No

Optional

Work Experience Education Supplement to the

GUIDE FOR REVIEWING A DISTRICT VOCATIONAL EDUCATION SYSTEM

Vocational Education Section, California State Department of Education

FORM WEE – Work Experience Education

Form WEE–Work Experience Education–should be completed only by persons acquainted with the district work experience education program.

> "Work experience education. . .covers a group of programs enlisting the cooperation of school and community in helping students (1) to develop and improve their occupational skills; and (2) to learn about career requirements from direct participation in a work environment." (From *Work Experience Education, A Handbook for California Secondary Schools,* California State Department of Education, Sacramento, 1972, p. 2.)

Reviewer's name _____ Title or position _____

District _____ Date _____

OPTIONAL
FORM WEE--WORK EXPERIENCE EDUCATION

Work Experience Education (WEE) is related to the instructional function of the vocational education system. Form WEE--Work Experience Education--is included as an optional supplement to the Vocational Education System Review for those districts desiring to take an in-depth look at WEE as a part of their district review. This supplement includes Part WEE-1 and Part WEE-2.

- Part WEE-1 contains a detailed set of suggested questions relating to WEE. These questions are intended to aid in obtaining pertinent information for reviewing district performance on each of the criteria identified in Part WEE-2. Specified data should be collected by district participants and be made available to review team members.

- Part WEE-2 is the performance review section, which concisely defines WEE, identifies criteria for each of the six major considerations of WEE evaluation, provides a scale for rating performance on each criterion, and affords an opportunity to summarize in narrative form perceived strengths and needs for improvement in the district WEE program.

It is important that each respondent carefully consider all of the suggested questions in Part WEE-1 before completing the performance review in Part WEE-2.

As in the rest of the vocational education system review guide, the term "district" refers to the school system rather than the district office. Criteria and questions, as stated, apply to districtwide review. If a respondent is reviewing the WEE criteria as they apply to a single school rather than to an entire district, he should indicate this and interpret the criteria statements, answer the suggested questions, and complete the performance review accordingly.

PART WEE-1: SUGGESTED QUESTIONS

In determining whether it has met the criteria outlined in the following section, Part WEE-2, a district will want to seek objective and valid answers to key questions. The following questions are suggested; a district may desire to add others. Provision for additional information and comments is made at the end of each series of questions.

If a respondent is using this form to write answers to questions rather than to serve as an interview or study guide, questions may be answered on a separate page and appended to this form.

A district should be able to support its answers with verifiable information and, where applicable, with confirming materials.

1. EVIDENCE OF NEED

a. As a basis for its WEE and other educational planning, has the district established:

(1) Who is responsible for obtaining needs information for WEE planning?

List names and titles:

(2) Types of jobs available in the district service area? ___Yes___No

(3) Anticipated job vacancies? ___Yes___No

(4) Profiles of abilities and skills required for entry-level jobs? ___Yes___No

(5) Other labor market information useful in planning WEE programs available to the district?

Specify: _____

_____

(6) WEE enrollment analysis by semester for more than one year?

How many years? _____

Please explain available WEE enrollment analysis.

_____

_____

_____

(7) Records of number of school dropouts by semester or quarter? ___Yes___No

(8) Records of the placement experience of WEE graduates and other graduates? ___Yes___No

(9) Analyses of the vocational education programs, both public and private, which are available to district students? ___Yes___No

(10) Other student-need information available for WEE program planning?

Specify: _____

_____

b. As a basis for its educational planning, including WEE, which of the following labor market and student-need information sources are used regularly by the district:

(1) Public and private placement agency surveys? ___Yes___No

(2) WEE advisory committees as local job information sources? ___Yes___No

(3) Coordinator and/or teacher visits to employers as an information source? ___Yes___No

(4) Human Resources Development Agency labor market reports? ___Yes___No

(5) Labor union job information? ___Yes___No

(6) Want ads in the local papers? ___Yes___No

(7) Periodic chamber of commerce announcements, publications, etc., about the economy and industrial development in the district service area? ___Yes___No

(8) Nationally published labor market data? ___Yes___No

(9) Follow-up surveys of WEE graduates? ___Yes___No

(10) Follow-up information about other school graduates? ___Yes___No

(11) Student interest, goals, future plan, or job plan surveys? ___Yes___No

(12) Other sources of labor market and student need data that are regularly used for WEE planning?

Please list: _____

_____

_____

2. ORGANIZATION OF THE WEE PROGRAM

a. What person is responsible for Work Experience Education for the total district?

Name _____

Title _____

(1) Does the district-level person have experience in:

Vocational education? ___Yes___No

Career guidance? ___Yes___No

(2) Other qualifying experience of the district-level administrator?

Specify:

b. Where is the district-level WEE person placed on the organizational chart? (Please attach a copy of the district organizational chart if available.)

Can he communicate directly to the Superintendent?

Explain:

c. Do school and district policies restrict and inhibit work experience education in any of the following areas:

(1) Released time for student work? ___Yes___No

(2) Counseling for individual students? ___Yes___No

(3) Staff visitation to employers and supervision of work stations? ___Yes___No

(4) District guidelines and staffing plan for future growth? ___Yes___No

(5) Please list any additional restricting or inhibiting areas, and/or explain any of the above answers.

d. Does the district WEE advisory committee include the following:

(1) Community representatives? ___Yes___No

(2) School administrators? ___Yes___No

(3) School instructors? ___Yes___No

(4) Parents of WEE students? ___Yes___No

(5) WEE students? ___Yes___No

(6) Other? (Please list and/or explain any of the above answers.)

(Please attach a list of your current WEE advisory committee with their addresses and telephone numbers.)

e. What is the current number of WEE coordinators and WEE students?

Number of full-time equivalent WEE coordinators _____

Number of WEE students _____

f. Do the job specifications for WEE personnel clearly delineate their responsibilities? ___Yes___No

(Please include written WEE personnel job specifications and local campus organization charts if available.)

g. Please describe the difficulty which any of the following groups perceive in communicating their views about WEE issues and problems to the administration.

(1) WEE students?

(2) WEE coordinators?

(3) School administrators?

(4) Employers?

(5) Others?

Specify: _____

_____

h. Please list any additional information (other than that provided above) about the organization of WEE.

3. ADMINISTRATIVE SUPPORT FOR WEE

a. Does the district furnish adequate facilities, services, and budget for the WEE program as indicated below?

(1) WEE office:

(a) Adequate files? ___Yes___No

(b) Provision for private student-coordinator conferences? ___Yes___No

(2) Adequate clerical help? ___Yes___No

Clerical time allotted _____

(3) Telephone service? ___Yes___No

(4) District-level administrative services? ___Yes___No

(5) Support for WEE public relations efforts? ___Yes___No

(6) Career guidance resources? ___Yes___No

(7) Adequate duplication service? ___Yes___No

(8) Instructional materials for WEE classroom activities? ___Yes___No

(9) Office supplies and equipment (typewriters, desks, etc.)? ___Yes___No

(10) Additional pay for additional WEE coordinator services? ___Yes___No

(11) Mileage and/or use of district car? ___Yes___No

(12) Please describe any specific inadequacies in facilities, services, and budget suggested above and/or list additional inadequacies.

b. Does the district appoint WEE coordinators with suitable background and training as indicated below:

(1) At least two years' work experience outside education? ___Yes___No

(2) Classroom teaching experience? ___Yes___No

(3) Other experience?

Specify: _____

_____

(4) Please name the present WEE coordinators and the credential each holds:

Name	Credential
_____	_____
_____	_____
_____	_____

(If additional space is needed, please use additional page.)

(5) Additional background and training?

Please describe below:

c. Does the district encourage the professional growth of its WEE staff as indicated below:

(1) Furnishing released time and/or financial help to:

(a) Attend WEE workshops, professional conferences, and training sessions? ___Yes___No

(b) Visit other school district WEE programs? ___Yes___No

(2) Furnishing released time and encouragement for WEE staff members to undertake additional formal training? ___Yes___No

(3) Making available publications of professional interest to WEE personnel? ___Yes___No

(4) Encouraging participation in business and industrial organizations by providing released time and financial help? ___Yes___No

(5) Please describe any additional district encouragement of professional growth or explain any of your answers below.

d. In evaluating the WEE program, does the district obtain the following inputs:

(1) WEE graduates after:

(a) less than a year? ___Yes___No

(b) a year or more? ___Yes___No

(c) three or more years? ___Yes___No

(2) Employers? ___Yes___No

(3) Advisory committee members? ___Yes___No

(4) Parents? ___Yes___No

(5) School board members? ___Yes___No

(6) School staff members? ___Yes___No

(7) School administrators? ___Yes___No

(8) Other? (List additional evaluation inputs or explain any of your answers.)

4. PUBLIC SUPPORT FOR WEE

a. Does the district have a planned program for securing public support for WEE by providing WEE information to the following:

(1) Service clubs? ___Yes___No

(2) Parent-teacher association? ___Yes___No

(3) Advisory committees? ___Yes___No

(4) Newspapers? ___Yes___No

(5) Radio? ___Yes___No

(6) Television? ___Yes___No

(7) Other? (Please list additional elements of public support or explain any of your answers.)

b. Do WEE efforts to secure district and school staff support for its program include the following:

(1) Arranging for staff career station visitation? ___Yes___No

(2) Cooperation with and referral to counselors? ___Yes___No

(3) Including staff on advisory committees? ___Yes___No

(4) WEE personnel cooperation in inter-disciplinary activities and programs? ___Yes___No

(5) Securing staff cooperation in student followup? ___Yes___No

(6) Making WEE progress reports to staff and/or board of trustees? ___Yes___No

(7) Other? (Please list.)

Please give examples of at least three of the above-listed district and school staff support activities.

c. Does the WEE solicitation of parental support effort include the following:

(1) A newsletter? ___Yes___No

(2) Pupil progress reports including parent conferences? ___Yes___No

(3) Parent involvement on advisory committee? ___Yes___No

(4) Informational reports to the PTA? ___Yes___No

(5) Other? (Please list.)
Attach examples if possible.

d. Do WEE efforts to obtain and retain the support of students include the following:

(1) Fair treatment of all students? ___Yes___No

(2) Informative presentations to students about the advantages of WEE and about individual student successes? ___Yes___No

(3) Arranging student field trips to visit career stations? ___Yes___No

(4) Other? (Please list.)

Please describe examples of one or two of WEE efforts to retain the support of students.

5. SECURING CONTINUED STUDENT PARTICIPATION

a. Does the WEE program ensure the continuing participation of students by the following:

(1) Informing both participating and nonparticipating students about the program:

(a) WEE participants? ___Yes___No

(b) Nonparticipants? ___Yes___No

(2) Providing the counselors with WEE information? ___Yes___No

(3) Securing counselor support for the WEE program? ___Yes___No

(4) Securing WEE program support from:

(a) School administrators? ___Yes___No

(b) Faculty members? ___Yes___No

(c) Parents? ___Yes___No

(d) Employers? ___Yes___No

(e) Others? ___Yes___No

Specify: _____

_____

(5) Conducting an aggressive and continuing campaign of work station development? ___Yes___No

(6) Securing school policies (schedule, grade point average, credit, etc.) which do not constitute roadblocks to student participation in WEE? ___Yes___No

(7) Establishing channels for and obtaining student feedback? ___Yes___No

(8) Planning program for which need has been established? ___Yes___No

(9) Establishing WEE staff member image of sincere helpfulness with students? ___Yes___No

(10) Other? (Please list.)

Please describe at least three specific examples from the above list of activities to secure continued participation of students.

6. STUDENT SERVICES PROVIDED

a. Do the work experience education coordinators help their students to make a satisfactory adjustment to the program by:

(1) Being available to and approachable for individual WEE students? ___Yes___No

(2) Maintaining a team-type relationship with:

(a) Administrators? ___Yes___No

(b) Teachers? ___Yes___No

(c) Counselors? ___Yes___No

(3) Please give examples of (1) and (2), and list any other WEE coordinator-student help examples below.

b. Does the WEE program provide the following information and experiences to help students with their career selection:

(1) Supporting a career information center for WEE students? ___Yes___No

(2) Providing individual conferences between students and WEE coordinators for the purpose of discussing career plans? ___Yes___No

(3) Supporting the aptitude and interest testing program? ___Yes___No

(4) Providing or assisting in field trip opportunities for WEE students? ___Yes___No

(5) Sponsoring or helping with career days or conferences? ___Yes___No

(6) Others? (List and/or give examples.)

c. Have the WEE coordinators made the following a part of their system for placing students in career stations:

(1) The use of student interest, ability, and aptitude information when placing students? ___Yes___No

(2) Training plans which are relevant both to students and employers? ___Yes___No

(3) Training agreements which are relevant both to students and employers? ___Yes___No

(4) Continuous and regular career station visitations? ___Yes___No

(5) The cooperation of vocational education staff members? ___Yes___No

(6) Other? (List and/or give examples.)

d. Is the district program of related instruction for WEE students characterized by the following:

(1) Student perception that the program is relevant to their needs? ___Yes___No

(2) Status as a regular part of the curriculum? ___Yes___No

(3) WEE students required to maintain regular attendance? ___Yes___No

(4) Content in keeping with a currently accepted common core of competencies which are acceptable for WEE education? ___Yes___No

(5) Adequate:

(a) Facilities for students? ___Yes___No

(b) Instructional materials? ___Yes___No

(6) Other? (Please list.)

e. Briefly describe the organization and content of your related instruction below: (Please limit your description to a single page.)

PART WEE-2: PERFORMANCE REVIEW--WORK EXPERIENCE EDUCATION

Instructions to review committee: Please carefully consider questions in Part WEE-1 before rating performance on each of the following criteria.

PERFORMANCE
Please rate district performance on each of the criteria

CRITERIA	Very Satisfactory	Satisfactory	Unknown or Inapplicable	Unsatisfactory	Very Unsatisfactory
Work Experience Education...covers a group of programs enlisting the cooperation of school and community in helping students: (1) to develop and improve their occupational skills; and (2) to learn about career requirements from direct participation in a work environment.					
1. Evidence of Need a. In order to determine the need for Work Experience Education (WEE), the district obtains labor market and student needs information from community and school.					
b. The district has established a system of regular and periodic checks of current information sources which indicate the need for WEE.					
2. Organization of the WEE Program The district provides clearly established administrative relationships, policy statements, and advisory committee inputs to ensure a quality WEE program.					
3. Administrative Support for WEE a. The district ensures maximum effectiveness of its WEE coordinators by furnishing support in the form of facilities, services, and budget.					
b. The district appoints WEE coordinators who have a background which combines experience both within and outside education, appropriate training and attitude, and the ability to work with people.					
c. The district ensures the professional growth of its WEE staff by providing incentives and opportunities for professional growth and by encouraging WEE personnel participation in business and industrial organizations.					
d. The district evaluates its WEE program by obtaining inputs from graduates, employers, advisory committee members, and others.					

CONTINUED

PERFORMANCE
Please rate district performance on each of the criteria

CRITERIA	Very Satisfactory	Satisfactory	Unknown or Inapplicable	Unsatisfactory	Very Unsatisfactory
4. Public Support for WEE					
a. Community support for WEE is sought by providing for a planned community information service.					
b. District staff support for WEE is obtained by providing for involvement and information, and by seeking cooperation.					
c. Parental support for WEE is obtained by furnishing parents with information and involvement opportunities.					
d. Student support for WEE is obtained by maintaining a reputable program, informing students, and involving students in WEE-related activities.					
5. Securing Continued Student Participation Continuing participation of students in WEE programs is ensured by maintaining a program which is relevant to students and which is well regarded by counselors, administrators, teachers, and employers.					
6. Student Services Provided					
a. The WEE coordinator helps to ensure that his students make a satisfactory adjustment to the program.					
b. The WEE program assists students to make career selections by helping to provide them with information and experience.					
c. The effective WEE system for placing students in their career stations includes using student personnel information, effective career station development and supervision, and securing the cooperation of vocational education staff members.					
d. The district concept of related instruction for work experience students is characterized by favorable student value judgments, legitimate curriculum status, relevant content, adequate facilities, and adequate materials.					

NARRATIVE SUMMARY OF WORK EXPERIENCE EDUCATION

Instructions to review committee: The narrative summary constitutes the summary of your entire review. The review is not complete without a narrative summary.

In responding, please identify the question by number and, if necessary, use supplementary sheets for your answers.

1. What are the district's strengths in each of the following work experience education areas?

   1.1 Obtaining evidence of need

   1.2 WEE program organization

   1.3 Administrative support of WEE

   1.4 Obtaining public support for WEE

   1.5 Securing continued student participation in WEE

   1.6 Student services provided

2. On each of the following work experience education areas, what improvements and actions, if any, do you suggest for strengthening district performance? If none, so indicate.

   2.1 Obtaining evidence of need

   2.2 WEE program organization

   2.3 Administrative support of WEE

   2.4 Obtaining public support for WEE

   2.5 Securing continued student participation in WEE

   2.6 Student services provided

3. In your judgment, what position or unit should be responsible for taking action on each improvement suggested?

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